

ATR-I: Recovery Support Services
PROVIDER STANDARDS FACT SHEET
Family, Marital and Life Skills Education and Guidance

Family, Marital and Life Skills Education/Guidance providers, a sub-set of ATR-I Recovery Support Services, help individuals or groups, or both to enhance personal and family skills for work and home, reduce marriage/family conflict, and develop attitudes and capabilities that support the adoption of healthy, recovery-oriented behaviors and healthy re-engagement with the community. Family/Marriage and Life Skills Education/Guidance may include activities that are culturally, spiritually or gender specific.

Education and Guidance Services

The goal of education and guidance services is that through advocacy, teaching, role modeling, educational and social service and groups, clients and consumers in recovery will find and adopt the various tools they'll need to become productive members of society.

1. Education Services Described. Education in recovering individuals shall consist of the following objectives:
 - a. promotion of structured leisure and recreational activities.
 - b. restoration and celebration of traditional family events and rituals.
 - c. family/parenting education, support and promotion of healthy parent-child engagement; provide the structure, through skills and knowledge development, to support stabilization in the family and to assist the entire family in making changes that support the recovery of the client and all members of the family; help to engage the client's family in treatment and enhance their understanding of the treatment and recovery process in order to assist the primary client in working toward treatment or recovery goals, or both.
 - d. job preparedness and educational preparedness training; supported employment.
 - e. healthy marriage; for recovering individuals, who have chosen marriage for themselves, to acquire the skills and knowledge necessary to form or sustain a healthy marriage through the use of effective communication and conflict management skills.
 - f. life skills; development of self help skills such as building self-esteem; learning to identify and express feeling; building positive relationships with spouse, family, peers and others; developing decision-making skills; understanding chemical dependency as a family illness; understanding codependency and dysfunctional behaviors and life patterns associated with being a member of a family in which there is a substance abuse problem; learning and practicing non-violent ways to resolve conflict; health care skills including understanding mental illness and how to manage it; warning signs or relapse and how to prevent it.
 - g. individualized assistance; training in activities of daily living and home economics based on client assessment.

- h. spiritual life skills; assist an individual or group of at least two persons to develop spiritually which might include, but is not limited to, establishing or reestablishing a relationship with a higher power, acquiring skills needed to cope with life changing incidents, adopting positive values or principles, identifying a sense of purpose and mission for one's life, and achieving serenity and peace of mind; responsible decision-making, social engagement and family responsibility may also be addressed; spiritual life skills is to be provided by an individual who is recognized by the agency's governing authority as being trained and qualified to provide this service.
 - i. instruction and participation in culture-specific activities that reunite the recovering individual with one's traditions, "lifeways", heritage, symbols, history and language where appropriate.
2. Guidance Services Described. Guidance to recovering individuals shall consist of the following objectives:
- a. pastoral guidance; incorporate faith in the substance abuse recovery process; this may include, but is not limited to, assisting clients and their family members in various crises as a result of substance abuse. Pastoral guidance is delivered by a duly ordained minister or their equivalent such as a rabbi or imam.
 - b. peer support / individual recovery support ; face-to-face interaction between an experienced recovery support person and an ATR-I qualified individual; peer/recovery support is intended to help clients remain engaged in treatment and/or recovery services, identify and shift their destructive patterns that may lead to relapse. The provider must be recognized by the agency's governing authority as being qualified to provide this service.
 - c. group recovery support; group facilitator and at least two persons who are engaged in substance abuse treatment or recovery support; provide support for individuals in recovery by offering mutual encouragement and becoming connected with others who share similar experiences.
3. Core Capabilities. Education Programs and Guidance Services will be expected to provide the following services and perform the following tasks:
- a. A physical location, mailing address, contact person, telephone and fax machine (or internet access sufficient to communicate vouchers and invoices).
 - b. Sufficient equipment and supplies to provide education or guidance services, or both to individuals and groups.
 - c. Financial stability that does not rely solely upon ATR-I funds for the sustainability of the program
 - d. A record of performance in the provision of education or guidance services of at least one (1) year
 - e. A catalogue of education materials, course work, curricula, manuals and other evidence of best or promising practices related to education of people in recovery.

- f. Be knowledgeable of and conversant with local/statewide providers of related services and treatment services.
- g. Work closely with clients who represent various populations, cultures, disorders and other unique circumstances in a manner that is non-discriminatory.
- h. Work closely with treatment providers who may represent a wide variety of treatment philosophies and a wide variety of clinical needs ranging from criminal justice offenders to addicted individuals suffering from co-occurring severe mental illnesses.
- i. Actively communicate and collaborate with treatment providers and referral sources such as probation and parole officers for the purpose of meeting client needs and maintaining active relationships and open networks or “linkages” between services and agencies.
- j. Actively document client progress through their participation in the education or guidance services, or both in a manner acceptable to this program.
- k. Manage facilities and practices that maintain client confidentiality and meet safety standards.
- l. Maintain continuity of education and guidance services while detecting and responding to any unmet, particularly urgent or emergent clinical needs. Such needs will be brought to the attention of the case manager or treatment provider, or both as soon as possible.
- m. Invoice or remit claims to the management services contractor in a timely fashion according to approved billing procedures.
- n. Receive authorized vouchers for services prior to supplying services.

Applicable Standards

1. All individuals providing education and guidance services to youth under age 18 must have a current criminal history check. Checks must be conducted by the Idaho Department of Health and Welfare unless the individual works for the Department of Education or a law enforcement agency. Documentation that the criminal history check has occurred must be maintained in each staff person’s file.
2. All agencies, organizations, coalitions or other groups receiving ATR-I funding are encouraged to use programs recognized as Best or Promising Practice Education Programs by the Center for Substance Abuse Prevention or Treatment or Centers for the Application of Prevention Technology, the U.S. Department of Education or the Office of Juvenile Justice and Delinquency Prevention. Education programs that are not using recognized Best or Promising Practices will need to submit a curriculum and description of services to the ATR-I program staff for approval.
3. All education and guidance service providers shall, at a minimum, maintain the following documentation on each ATR-I client participating in the educational program:

- a. Title of service provided
- b. Brief description of the service provided
- c. The date and actual time (beginning and ending times) the service was rendered
- d. Name and title of the person who rendered the service